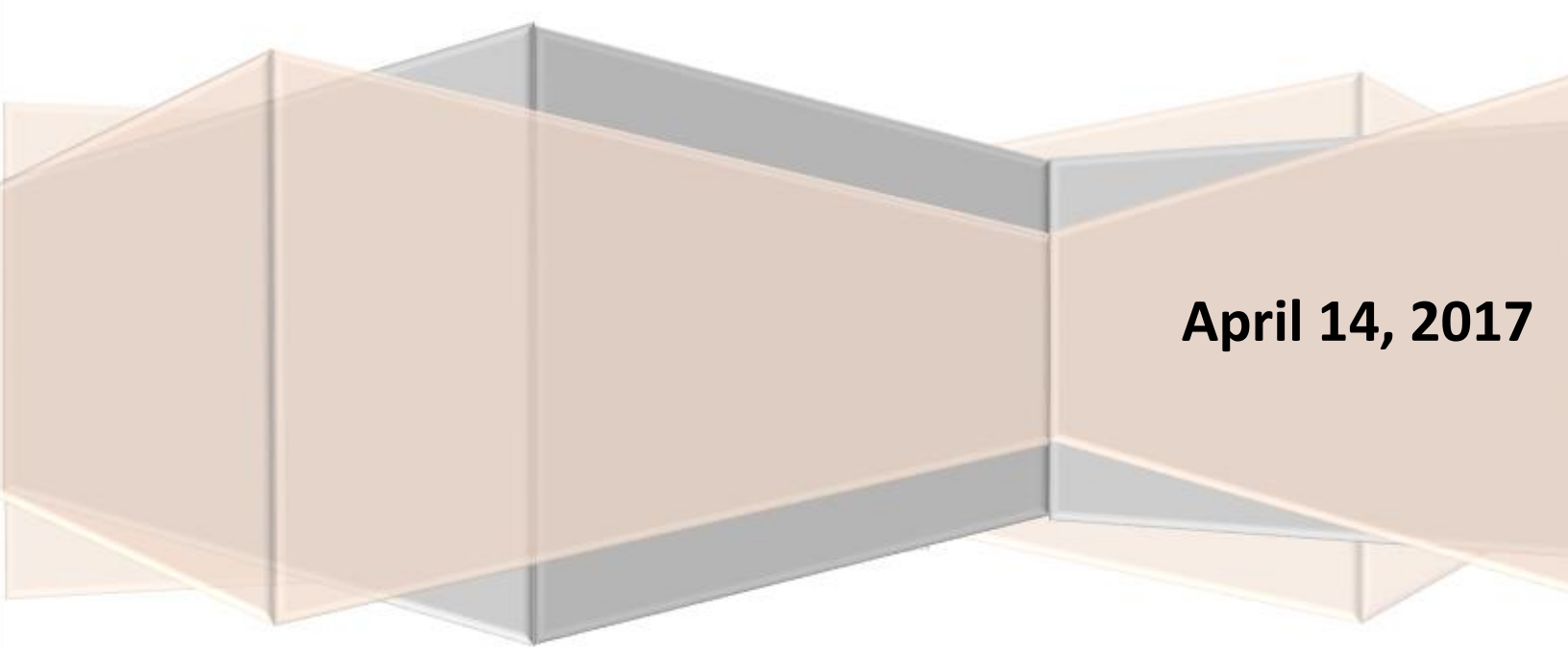


**Florida Department of Education
Bureau of Exceptional Education and Student Services**

**2016-17
BEESS Discretionary
Projects Survey**



April 14, 2017

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School Districts – Survey Response Trend (2014-17)

“Y” = 1 or more district staff members responded to the survey.

| All Districts | Responded 2014 | Responded 2015 | Responded 2016 | Responded 2017 |
|---|-------------------|-------------------|-------------------|-------------------|
| ALACHUA | | Y | Y | Y |
| BAKER | Y | Y | Y | Y |
| BAY | Y | Y | Y | Y |
| BRADFORD | Y | Y | Y | |
| BREVARD | Y | Y | Y | Y |
| BROWARD | Y | Y | Y | Y |
| CALHOUN | Y | Y | Y | Y |
| CHARLOTTE | Y | Y | Y | Y |
| CITRUS | Y | Y | Y | Y |
| CLAY | Y | Y* | Y | Y |
| COLLIER | Y | Y | Y | Y |
| COLUMBIA | Y | | Y | Y |
| DADE | Y | | | Y |
| DESOTO | | | Y | Y |
| DIXIE | | Y | | Y |
| DEPARTMENT OF CORRECTIONS | Y | | | Y |
| DUVAL | | Y | Y | |
| ESCAMBIA | Y | | Y | |
| FAMU LAB SCHOOL | | | | Y |
| FAU LAB SCHOOL | Y | Y | Y | Y |
| FLAGLER | Y | Y | | Y |
| FL VIRTUAL SCHOOL | | | Y | Y |
| FRANKLIN | Y | | Y | Y |
| FLORIDA SCHOOL FOR THE DEAF AND THE BLIND | Y | Y | | Y |
| FSU LAB SCHOOL | | Y | | Y |
| GADSDEN | Y | | Y | Y |
| GILCHRIST | Y | Y* | | Y |
| GLADES | | Y | Y | Y |
| GULF | | Y | Y | Y |
| HAMILTON | Y | Y | Y | Y |
| HARDEE | Y | Y | Y | Y |
| HENDRY | Y | Y | | Y |
| HERNANDO | Y | Y* | | Y |
| HIGHLANDS | Y | | Y | Y |
| HILLSBOROUGH | | Y | Y | Y |
| HOLMES | Y | | Y | Y |
| INDIAN RIVER | Y | Y | Y | Y |
| JACKSON | | | | Y |
| JEFFERSON | Y | Y | Y | Y |
| LAFAYETTE | Y | Y | Y | Y |

| All Districts | Responded 2014 | Responded 2015 | Responded 2016 | Responded 2017 |
|-------------------------------|-------------------|--|--|--|
| LAKE | Y | Y | | Y |
| LAKE WALES | | | | |
| LEE | Y | Y | Y | Y |
| LEON | Y | Y | Y | |
| LEVY | Y | Y | Y | Y |
| LIBERTY | Y | Y | Y | |
| MADISON | Y | | Y | Y |
| MANATEE | Y | Y | | Y |
| MARION | Y | | Y | Y |
| MARTIN | | Y | | Y |
| MONROE | Y | Y* | Y | Y |
| NASSAU | | | Y | Y |
| OKALOOSA | | | Y | Y |
| OKEECHOBEE | Y | | Y | Y |
| ORANGE | Y | | | Y |
| OSCEOLA | Y | Y | Y | |
| PALM BEACH | | Y | Y | Y |
| PASCO | Y | Y | Y | Y |
| PINELLAS | Y | | | |
| POLK | | Y | Y | Y |
| PUTNAM | | | Y | Y |
| SANTA ROSA | Y | Y | Y | Y |
| SARASOTA | Y | Y | Y | Y |
| SEMINOLE | | Y | | |
| ST. JOHNS | Y | Y | | Y |
| ST. LUCIE | Y | | Y | Y |
| SUMTER | Y | Y | Y | |
| SUWANNEE | | | Y | Y |
| TAYLOR | Y | Y | | Y |
| UF LAB SCHOOL | | | Y | |
| UNION | Y | Y* | Y | Y |
| VOLUSIA | Y | | | |
| WAKULLA | Y | | Y | Y |
| WALTON | Y | | Y | Y |
| WASHINGTON | Y | Y | | Y |
| TOTAL School Districts | 54 | 48 * Total Respondents = 59 | 53 Total Respondents = 61 | 63 Total Respondents = 85 |

The asterisk (*) indicates that this district was included in the revised survey.

Overview of BEESS Discretionary Projects Survey

Survey Response:

- Please respond to the comments concerning the BEESS Discretionary Project.
- Select the region and appropriate rating.
- The ratings are 5, 4, 3, 2, 1 and Not Applicable.
(5 = Strongly Agree; 4 = Agree; 3 = Neutral; 2 = Disagree; and 1 = Strongly Disagree)

Survey Item 1 (I-1): This project is responsive to my school district's needs.

Survey Item 2 (I-2): The district staff perceive the work of the project to be high quality and assist them in meeting identified needs.

| Acronyms (Used in Summary of Responses Report) | Discretionary Project | Average of Responses (Survey Items I-1 and I-2) |
|--|---|--|
| FDLRS AC | Florida Diagnostic and Learning Resources System Associate Centers | 4.75 |
| FDLRS Admin. | Florida Diagnostic and Learning Resources System Administration | 4.66 |
| WWE FGCU (OT and PT) | Working With the Experts - Florida Gulf Coast University | 4.64 |
| WWE UF (SLP) | Working With the Experts - University of Florida, Gainesville | 4.50 |
| Project 10 | Project 10: Transition Education Network | 4.49 |
| CARD | Centers for Autism and Related Disabilities | 4.46 |
| SEDNET | Multiagency Network for Students with Emotional or Behavioral Disabilities | 4.43 |
| FIMC-VI | Florida Instructional Materials Center for the Visually Impaired | 4.42 |
| FIN | Florida Inclusion Network | 4.41 |
| PBIS:MTSS | Positive Behavior Interventions and Supports: Multi-tiered System of Supports | 4.37 |
| | Access Project | 4.34 |
| FDLRS MDC | Florida Diagnostic and Learning Resources System Multidisciplinary Educational Service Center | 4.34 |
| ISRD | Institute for Small and Rural Districts | 4.33 |
| RMTC-DHH | Resource Materials and Technology Center for the Deaf/Hard-of-Hearing | 4.31 |
| LtL | Learning through Listening (Learning Ally) | 4.29 |
| | Special Olympics | 4.25 |
| VSA | Very Special Arts, Florida | 4.24 |
| TATS | Technical Assistance and Training System for Programs Serving Young Children with Disabilities | 4.23 |
| SPDG FGCU | State Personnel Development Grant - Florida Gulf Coast University (targeted districts only) | 4.18 |
| PS/RtI | Problem Solving and Response to Intervention | 4.16 |

| Acronyms (Used in Summary of Responses Report) | Discretionary Project | Average of Responses (Survey Items I-1 and I-2) |
|--|---|--|
| SEDNET-Admin | Multiagency Network for Students with Emotional or Behavioral Disabilities Administration | 4.15 |
| EMACS | Electronic Medicaid Administrative Claiming System Data Management | 4.08 |
| PS/Rtl Tech | Problem Solving and Response to Intervention - Technology | 4.01 |
| SPDG Putnam | State Personnel Development Grant - Putnam (<i>targeted districts only</i>) | 4.00 |
| MO | Measuring Outcomes for Preschool Children with Disabilities | 3.99 |
| Family Café | The Family Café (Cooperation, Advocacy, Friendship, and Empowerment) | 3.87 |
| | ESE Tuition | 3.86 |
| PEPSA | Partnership for Effective Programs for Students with Autism | 3.85 |
| CIVI | Critical Initiatives in Visual Impairment | 3.75 |
| EI | Educational Interpreters | 3.71 |
| CARD-MP | Center for Autism and Related Disabilities - Missing Persons With Special Needs Pilot Program | 3.62 |
| CHRIS | Children's Registry and Information System | 3.58 |
| PDSP | Personnel Development Support Project | 3.54 |
| | Lauren's Kids | 3.39 |
| Autism Navigator | Communication/Autism Navigator | 3.36 |
| FL SCT | Florida School Climate Transformation | 3.26 |
| | Specialty Children's Hospital Academics Program (Johns Hopkins' All Children's Hospital) | 3.19 |
| SPDG USF | State Personnel Development Grant University - University of South Florida (<i>targeted districts only</i>) | 3.14 |
| AOEG UM | Auditory-Oral Education Grant - University of Miami | 3.13 |
| FL AWARE | Florida AWARE Project (Advancing Wellness and Resilience in Education) | 3.07 |
| AOEG Clarke | Auditory-Oral Education Grant - Clarke School | 2.78 |

Summary of Responses

| Discretionary Project Responses | Access Project | | AOEG Clarke | | AOEG UM | | Autism Navigator | | CARD | | CARD-MP | | CHRIS | |
|---------------------------------|----------------|------|-------------|------|---------|------|------------------|------|------|------|---------|------|-------|------|
| | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 |
| Number of Responses | 50 | 50 | 9 | 9 | 12 | 11 | 32 | 32 | 63 | 63 | 31 | 30 | 34 | 32 |
| Average (All Responses) | 4.30 | 4.38 | 2.78 | 2.78 | 3.17 | 3.09 | 3.38 | 3.34 | 4.48 | 4.44 | 3.61 | 3.63 | 3.62 | 3.53 |
| 5 | 24 | 27 | 1 | 1 | 1 | 1 | 3 | 2 | 37 | 36 | 7 | 7 | 7 | 7 |
| 4 | 19 | 17 | 0 | 0 | 2 | 1 | 10 | 11 | 20 | 19 | 7 | 7 | 11 | 9 |
| 3 | 6 | 5 | 6 | 6 | 8 | 8 | 17 | 17 | 5 | 8 | 16 | 15 | 14 | 13 |
| 2 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 |
| 1 | 1 | 1 | 2 | 2 | 1 | 1 | 2 | 2 | 0 | 0 | 1 | 1 | 2 | 3 |
| Percentage of 4 and above | 86% | 88% | 11% | 11% | 25% | 18% | 41% | 41% | 90% | 87% | 45% | 47% | 53% | 50% |
| Percentage of 3 and above | 98% | 98% | 78% | 78% | 92% | 91% | 94% | 94% | 98% | 100% | 97% | 97% | 94% | 91% |

| Discretionary Project Responses | CIVI | | EI | | EMACS | | ESE Tuition | | Family Café | | FDLRS AC | | FDLRS MDC | |
|---------------------------------|------|------|------|------|-------|------|-------------|------|-------------|------|----------|------|-----------|------|
| | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 |
| Number of Responses | 40 | 40 | 37 | 38 | 39 | 39 | 37 | 36 | 55 | 54 | 64 | 63 | 47 | 46 |
| Average (All Responses) | 3.73 | 3.77 | 3.68 | 3.74 | 4.10 | 4.05 | 3.89 | 3.83 | 3.87 | 3.87 | 4.77 | 4.73 | 4.34 | 4.33 |
| 5 | 7 | 8 | 6 | 7 | 19 | 17 | 11 | 9 | 14 | 14 | 52 | 50 | 24 | 24 |
| 4 | 19 | 19 | 15 | 16 | 7 | 9 | 12 | 14 | 23 | 23 | 9 | 9 | 17 | 15 |
| 3 | 12 | 11 | 15 | 14 | 11 | 11 | 13 | 12 | 16 | 14 | 3 | 4 | 5 | 6 |
| 2 | 0 | 0 | 0 | 0 | 2 | 2 | 1 | 0 | 1 | 2 | 0 | 0 | 0 | 0 |
| 1 | 2 | 2 | 1 | 1 | 0 | 0 | 0 | 1 | 1 | 1 | 0 | 0 | 1 | 1 |
| Percentage of 4 and above | 65% | 68% | 57% | 61% | 67% | 67% | 62% | 64% | 67% | 69% | 95% | 94% | 87% | 85% |
| Percentage of 3 and above | 95% | 95% | 97% | 97% | 95% | 95% | 97% | 97% | 96% | 94% | 100% | 100% | 98% | 98% |

| Discretionary Project Responses | FDLRS Admin. | | FL AWARE | | FIN | | FIMC-VI | | FL SCT | | ISR D | | Lauren's Kids | |
|---------------------------------|--------------|------|----------|------|------|------|---------|------|--------|------|-------|------|---------------|------|
| | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 |
| Number of Responses | 43 | 42 | 27 | 27 | 54 | 54 | 51 | 51 | 21 | 21 | 49 | 50 | 23 | 23 |
| Average (All Responses) | 4.67 | 4.64 | 3.07 | 3.07 | 4.43 | 4.39 | 4.45 | 4.39 | 3.33 | 3.19 | 4.35 | 4.30 | 3.39 | 3.39 |
| 5 | 31 | 30 | 1 | 1 | 30 | 28 | 29 | 27 | 3 | 3 | 30 | 27 | 5 | 5 |
| 4 | 10 | 10 | 5 | 5 | 18 | 20 | 16 | 17 | 3 | 2 | 9 | 14 | 4 | 4 |
| 3 | 2 | 1 | 18 | 18 | 5 | 5 | 6 | 7 | 14 | 14 | 8 | 7 | 11 | 11 |
| 2 | 0 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 |
| 1 | 0 | 0 | 2 | 2 | 0 | 0 | 0 | 0 | 1 | 2 | 1 | 1 | 2 | 2 |
| Percentage of 4 and above | 95% | 95% | 22% | 22% | 89% | 89% | 88% | 86% | 29% | 24% | 80% | 82% | 39% | 39% |
| Percentage of 3 and above | 100% | 98% | 89% | 89% | 98% | 98% | 100% | 100% | 95% | 90% | 96% | 96% | 87% | 87% |

| Discretionary Project Responses | LtL | | MO | | SEDNET | | SEDNET Admin. | | PBIS:MTSS | | PEPSA | | PDSP | |
|---------------------------------|------|------|------|------|--------|------|---------------|------|-----------|------|-------|------|------|------|
| | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 |
| Number of Responses | 58 | 57 | 39 | 39 | 60 | 60 | 54 | 54 | 60 | 60 | 30 | 29 | 31 | 31 |
| Average (All Responses) | 4.29 | 4.28 | 3.97 | 4.00 | 4.43 | 4.43 | 4.13 | 4.17 | 4.40 | 4.33 | 3.87 | 3.83 | 3.55 | 3.52 |
| 5 | 26 | 26 | 11 | 12 | 38 | 37 | 26 | 27 | 31 | 31 | 8 | 8 | 4 | 4 |
| 4 | 23 | 22 | 16 | 15 | 12 | 13 | 13 | 12 | 23 | 19 | 11 | 12 | 12 | 11 |
| 3 | 9 | 8 | 12 | 12 | 8 | 9 | 12 | 13 | 5 | 9 | 10 | 7 | 13 | 14 |
| 2 | 0 | 1 | 0 | 0 | 2 | 1 | 2 | 1 | 1 | 1 | 1 | 0 | 1 | 1 |
| 1 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 0 | 0 | 0 | 2 | 1 | 1 |
| Percentage of 4 and above | 84% | 84% | 69% | 69% | 83% | 83% | 72% | 72% | 90% | 83% | 63% | 69% | 52% | 48% |
| Percentage of 3 and above | 100% | 98% | 100% | 100% | 97% | 98% | 94% | 96% | 98% | 98% | 97% | 93% | 94% | 94% |

| Discretionary Project Responses | PS/Rtl | | PS/Rtl Tech | | Project 10 | | RMTC-DHH | | Special Olympics | | Specialty Children's Hospital | | SPDG-FGC | |
|---------------------------------|--------|------|-------------|------|------------|------|----------|------|------------------|------|-------------------------------|------|----------|------|
| | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 |
| Number of Responses | 59 | 58 | 48 | 47 | 55 | 55 | 56 | 56 | 48 | 48 | 21 | 21 | 11 | 11 |
| Average (All Responses) | 4.22 | 4.10 | 4.02 | 4.00 | 4.53 | 4.45 | 4.30 | 4.32 | 4.29 | 4.21 | 3.19 | 3.19 | 4.18 | 4.18 |
| 5 | 25 | 24 | 16 | 16 | 34 | 31 | 25 | 27 | 25 | 26 | 2 | 2 | 6 | 6 |
| 4 | 23 | 20 | 20 | 18 | 17 | 19 | 24 | 21 | 14 | 12 | 3 | 3 | 2 | 2 |
| 3 | 10 | 11 | 10 | 11 | 3 | 4 | 6 | 7 | 7 | 6 | 14 | 14 | 2 | 2 |
| 2 | 1 | 2 | 1 | 1 | 1 | 1 | 1 | 1 | 2 | 2 | 1 | 1 | 1 | 1 |
| 1 | 0 | 1 | 1 | 1 | 0 | 0 | 0 | 0 | 0 | 2 | 1 | 1 | 0 | 0 |
| Percentage of 4 and above | 81% | 76% | 75% | 72% | 93% | 91% | 88% | 86% | 81% | 79% | 24% | 24% | 73% | 73% |
| Percentage of 3 and above | 98% | 95% | 96% | 96% | 98% | 98% | 98% | 98% | 96% | 92% | 90% | 90% | 91% | 91% |

| Discretionary Project Responses | SPDG-Putnam | | SPDG-USF | | TATS | | VSA | | WWE (OT/PT) | | WWE (SLP) | |
|---------------------------------|-------------|------|----------|------|------|------|------|------|-------------|------|-----------|------|
| | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 | I-1 | I-2 |
| Number of Responses | 5 | 4 | 7 | 7 | 37 | 37 | 54 | 54 | 55 | 55 | 53 | 53 |
| Average (All Responses) | 4.00 | 4.00 | 3.14 | 3.14 | 4.24 | 4.22 | 4.28 | 4.19 | 4.64 | 4.64 | 4.51 | 4.49 |
| 5 | 3 | 3 | 1 | 1 | 19 | 20 | 25 | 23 | 41 | 41 | 33 | 33 |
| 4 | 1 | 1 | 1 | 1 | 10 | 7 | 22 | 21 | 9 | 9 | 15 | 15 |
| 3 | 0 | 0 | 4 | 4 | 7 | 9 | 5 | 8 | 4 | 4 | 4 | 3 |
| 2 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 1 | 1 | 1 | 2 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 0 | 0 | 0 | 0 |
| Percentage of 4 and above | 80% | 80% | 29% | 29% | 78% | 73% | 87% | 81% | 91% | 91% | 91% | 91% |
| Percentage of 3 and above | 80% | 80% | 86% | 86% | 97% | 97% | 96% | 96% | 98% | 98% | 98% | 96% |

Survey Summary Results Comparison

| Project | Responsive to District Needs [% of Responses] | | | High Quality/Assists in Meeting District's Need [% of Responses] | | |
|-------------------------------|--|---------|---------|---|---------|---------|
| | Strongly Agree, Agree, and Neutral | | | Strongly Agree, Agree, and Neutral | | |
| | 2014-15 | 2015-16 | 2016-17 | 2014-15 | 2015-16 | 2016-17 |
| Access | 90 | 95 | 98 | 88 | 95 | 98 |
| AOEG Clarke | 63 | 100 | 78 | 71 | 100 | 78 |
| AOEG UM | 73 | 100 | 92 | 78 | 100 | 91 |
| Autism Navigator | 80 | 100 | 94 | 85 | 100 | 94 |
| CARD | 93 | 98 | 98 | 93 | 96 | 100 |
| CARD-MP | No data | No data | 97 | No data | No data | 97 |
| CHRIS | 87 | 100 | 94 | 83 | 97 | 91 |
| CIVI | 91 | 100 | 95 | 91 | 100 | 95 |
| EI | 88 | 91 | 97 | 87 | 87 | 97 |
| EMACS | No data | 92 | 95 | No data | 88 | 95 |
| ESE Tuition | 86 | 100 | 97 | 86 | 100 | 97 |
| Family Café | 100 | 97 | 96 | 100 | 97 | 94 |
| FDLRS AC | 100 | 100 | 100 | 100 | 100 | 100 |
| FDLRS MDC | 96 | 100 | 98 | 96 | 100 | 98 |
| FDLRS Admin. | No data | No data | 100 | No data | No data | 98 |
| FL AWARE | No data | 100 | 89 | No data | 100 | 89 |
| FIN | 98 | 94 | 98 | 100 | 94 | 98 |
| FIMC-VI | 100 | 100 | 100 | 100 | 100 | 100 |
| FL SCT | No data | 90 | 95 | No data | 100 | 90 |
| ISRD | 100 | 100 | 96 | 100 | 100 | 96 |
| Lauren's Kids | 88 | 100 | 87 | 87 | 100 | 87 |
| LtL | 97 | 94 | 100 | 93 | 94 | 98 |
| Measuring Outcomes | 94 | 100 | 100 | 94 | 100 | 100 |
| SEDNET | 93 | 98 | 97 | 93 | 98 | 98 |
| SEDNET Admin. | No data | No data | 94 | No data | No data | 96 |
| PBIS:MTSS | 95 | 98 | 98 | 95 | 96 | 98 |
| PEPSA | 94 | 97 | 97 | 94 | 97 | 93 |
| PDSP | 79 | 100 | 94 | 83 | 100 | 94 |
| PS/RtI | 98 | 98 | 98 | 97 | 98 | 95 |
| PS/RtI Technology | 92 | 98 | 96 | 92 | 98 | 96 |
| Project 10 | 100 | 98 | 98 | 100 | 98 | 98 |
| RMTC-DHH | 97 | 100 | 98 | 97 | 100 | 98 |
| Special Olympics | 96 | 100 | 96 | 100 | 100 | 92 |
| Specialty Children's Hospital | No data | No data | 90 | No data | No data | 90 |
| SPDG FGCU | 83 | 100 | 91 | 83 | 100 | 91 |
| SPDG Putnam | 100 | 67 | 80 | 100 | 100 | 80 |
| SPDG USF | 82 | 100 | 86 | 90 | 100 | 86 |
| TATS | 98 | 98 | 97 | 98 | 98 | 97 |
| VSA | 98 | 100 | 96 | 98 | 100 | 96 |
| WWE (OT/PT) | 97 | 100 | 98 | 97 | 100 | 98 |
| WWE (SLP) | 97 | 100 | 98 | 97 | 100 | 96 |

Respondent Comments

| Project Name | Unedited Comments |
|-----------------------|---|
| Access Project | The Access Project has been extremely responsive to the Curriculum Supervisor of the InD Program. |
| | We need to access services more often and to a deeper level but we have always been very pleased with the quality of services. |
| | Very helpful! |
| | We can always count on Randy and her staff to assist us with whatever we need. |
| | Citrus appreciates the work of the ACCESS project. This year their assistance with the Paula Kluth presentation allowed us to bring over 20 people from our district to be inspired by this speaker. Most recently, Randy has helped us update our district Student Progression Plan and is always just an email away! |
| | I would like for someone from the project to provide training for my district. |
| | Website is helpful; Randi and Christy are responsive. |
| | Because Taylor County is such a small district and, percentage wise, the student population is very small, it is difficult to get all teachers informed and involved with the ACCESS project. Having the regional sessions this year was a step in the right direction in helping to address reaching more teachers, but allowing only one person from each district to attend sessions is extremely limiting. Now that I am leaving Taylor, there will be no one trained in the areas ACCESS works and district staff won't know the importance of participating. What ACCESS does is vital but limitations on the number of staff who can attend limits ability fully benefit from what the project has to offer. And, in Taylor's situation, they are starting from ground zero. |
| | We had a training in our district in late August, 2016. The Access Project staff were very accommodating and worked hard to get this training scheduled quickly to address our needs and concerns. However, we needed more practical hands on help than we got. Teachers needed specific help with how to make the course modifications, how to grade students, etc. |
| | While the people are great and usually very responsive, much of the information coming out of the project seems disjointed. |
| | My teachers who have attended the various PD provided by the Access Project returns with tools that they can use to support our students. The online resources are most helpful and accessible. My district would like to see more PD that will address the General Education Teacher role in providing instruction on the Florida Alternate Standards and how to embed them in an inclusive setting. |
| | Sometimes it is difficult to get information |
| | We consider the Access Project to be a strategic asset to our district. The Access project team is helpful, responsive and visionary! |
| AEOG Clarke | We contract for LSLS services but receive no other support. |
| | We have a problem getting invoices in a timely manner. They are very helpful with the service plan development. |
| AEOG UM | We have not had the need to work with this project. However, the 2017/2018 school year will significantly change that status. Whoever the person(s) are involved in this |

| Project Name | Unedited Comments |
|------------------------------|--|
| | grant will need to contact Taylor County as the number of students who are DHH, including several with cochlear implants, has significantly risen. |
| Autism Navigator | We haven't used this project to its full advantage. The project coordinator should reach out to the district and coordinate efforts to maximize the project's fullest capacity and impact the needs of the students in Taylor who are identified as having autism. |
| CARD- FAU | Much improved contact with our district which is highly appreciated. |
| CARD- FSU | Tina Harmon is actively assisting my district. |
| | Very pleased with the responsiveness and trainings provided. |
| | Larena Fleck has been very responsive to our needs in Calhoun County. She has provided excellent resources and supports to our students, teachers, and families. |
| | Transition of staff occurred this year which impacted relationships, but I expect my responses to be strongly agree again next year. |
| | I have only been in this position for 6-7 weeks. The last rep we had was Kami and she was awesome. We cannot seem to "get off the ground" with this rep. This could be my own misperception because we may not have done what we were supposed to. |
| CARD- UCF | We look forward to continuing our collaborative partnership with UCF CARD. |
| | Gesa Barto is an outstanding partner from CARD in working with our families and our schools in the northern region of Lake County. |
| | Fabulous support. A great resource for our district. |
| CARD- UF Gainesville | Greg Valcante visits our district monthly. He also participates in brainstorming sessions with Hamilton and other Discretionary Projects. |
| | CARD has been extremely responsive to our needs this school year. |
| | Dr. Valcante has been very responsive to the needs in Citrus County and has joined our Student START Expo to represent CARD and support our students. Additionally, he works with teachers and families to build the home school connection. |
| | Beginning in 2004 when I began my work in Levy County as the Director, we have had an ongoing positive working relationship with CARD. As a result, we have monthly scheduled times that CARD is in my district to conduct observations, meet with staff and /or parents. I am very pleased with their services. |
| CARD- UF Jacksonville | Staff are responsive to our requests for support and district staff perceive them as allies in working with our students on the spectrum. |
| CARD- USF | We truly believe in the quality of services in the area of PD that the project provides. At times follow up services to families and schools can be limited. We need more of the support and follow up into the schools. |
| | Not proactive- helpful when called upon |
| | We do not ask for assistance often but there has been limited response when requests have been made. |
| | Anne Marie Orlando was very helpful in informing us of this project. |
| | We have not had a need to utilize this project. |
| | Not up and running in our county, but getting a start. |

| Project Name | Unedited Comments |
|--------------|---|
| CHRIS | The CHRIS Project has responded to every request for assistance in a timely and responsive manner. Cory "over-extends" to make sure that data reports, timeline reports and other custom reports are available to meet the customized needs of the district. |
| | At this time we are not clear in the purpose of this System as it relates to our district. Our district already collects this information in our database which we use to pull reports. Our database is more sophisticated and CRIS is a redundancy. Although we input information into the system, the CRIS system is of no advantage to us, hence our response "strongly disagree" to does not "assist us in meeting identified needs". |
| | I know that our FDLRS Child Find staff utilize CRIS to track referrals; we receive helpful reports from our FDLRS regarding number of referrals and status. Seems a bit cumbersome for the staff inputting information. |
| | When this registry was started, there were minimal data tracking programs. However, most school districts now have an accurate data tracking system; CHRIS is duplicative and causes a data entry employee to enter the data in CHRIS as well as in the school data system. Our district NEVER retrieves info from CHRIS data base. |
| | This project is not aligned to instructional needs and or design of programs. District inputs data but limited responses back to the district once the data is analyzed???? |
| | The project is extremely important in tracking pre-k students in the process of early identification. Our Child-Find Specialists and Program Specialist for Pre-K understand the workings of this project and work very well with the staff and the computer aspects. |
| CIVI | I am not familiar with this resource. But, would like to know more. |
| | There are currently two vacancies in our district; FSU is contacted and efforts are underway to place teachers who are well trained. Demand exceeds supply; the need for certified TVI is tremendous and will continue to grow as fewer students are entering the field to become teachers. |
| | We appreciate the work of this discretionary project. |
| EI | Last year, they helped us with an interpreter. I have not had contact with them this year. |
| | The demand for interpreters far exceeds the supply. |
| | Our interpreters have availed themselves of the professional development provided by this project. |
| | Have sent interpreters to summer training sponsored by this project--that's the extent. |
| EMACS | Excellent project; many districts benefit from Seminole County management. |
| | We use another provider for this service. |
| | VERY BIG HELP TO US!!! |
| | Timely in responding to our questions. |
| | Love this partnership! Very responsive and supportive! |
| | Anne Glass has been a wealth of information in the Medicaid billing system. |
| | This project is extremely helpful and supportive to our district so that we are able to maximize our ability to benefit from claiming Medicaid. |
| | The recent cut backs in support staff have resulted in loss of \$4 million dollars in revenue in our district. |

| Project Name | Unedited Comments |
|--------------------------|---|
| ESE Tuition | Excellent opportunity for our paraprofessionals! |
| | The only relationship I have with this project is to forward emails. |
| | The district received ample notification of the work done by this project as well as the deadlines and support available to individuals who which to participate. |
| | Parapro training is an essential part of helping to fill the vacancies. Keep helping with tuition. |
| Family Cafe | We try to get families involved each year, but haven't had much success. |
| | Families that attend are excited to share information. More scholarships would be nice! |
| | Family Cafe is an awesome support system for families of students with disabilities, personnel and support staff working with families of students with disabilities. |
| | Parents that attend have enjoyed. |
| | Outstanding opportunity for parents and educators to network and understand each other as partners who all want the same goals...student success. |
| | We have sent presenters in the past and I know of a few parents who have attended. |
| | Parents and staff participate. |
| FDLRS AC-Reach | FDLRS Reach intimately collaborates with all departments of the ESE & Support Services Division. FDLRS Instructional staff are "experts" in a wide variety of areas, provides ongoing job-embedded professional learning and outstanding parent trainings and educational options for families of disabilities. FDLRS REACH Child Find Staff collaborate with the ESE Preschool Teams to ensure that students are identified and evaluated in a timely manner. The FDLRS Manager and staff are well respected within the District as is the administrative support personnel. The Florida Inclusion Network Project Staff takes the lead in effectively facilitating the District and School Best Practices in Inclusive Education Assessment. FIN staff provide continuous support, professional learning, and technical assistance to schools and administrators regarding effective and research-based inclusive practices. FDLRS REACH is an asset to Broward County Public Schools and the community at large. |
| FDLRS AC-Crown | Clay County considers the FDLRS center an invaluable support. Staff and leadership are always responsive and supportive. Services for students with disabilities are improved through the expertise of the FDLRS team. |
| | The supports and services provided by FDLRS Duval are exceptional. |
| FDLRS AC-Westgate | Very, very pleased with the responsiveness of this project. |
| FDLRS AC-Gateway | Our district could not survive without the support from FDLRS staff. |
| | Our District receives a great amount of services from FDLRS Gateway. Carol Milton is extremely supportive with assisting us with training and supporting me as the director through Coordinating Council. We need FDLRS Gateway since we are a small/middle size district. Ashley Lundy (FIN) is extremely helpful and has assisted every school in our District with inclusion support, training, BPIE updates and inclusion scheduling. |
| | We could not do what we need to do on a daily basis for students if we did not have our FDLRS Gateway. Carol Milton and her staff are brilliant and always willing to support our district's teachers, staff, parents and students. |

| Project Name | Unedited Comments |
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| FDLRS AC-Island Coast | We cannot say enough wonderful things about our FDLRS staff and their contribution to the School District of Lee County. Thank you Theresa!!! |
| FDLRS AC-Miccosukee | FDLRS continues to strengthen its partnership with both ESE and gen ed teachers. |
| | FDLRS has been incredible. They respond to every call and support us in every way possible - even if we think there is no way that it can happen. The FDLRS team is amazing! |
| FDLRS AC-Springs | FDLRS Springs, Jim Husted and his staff are always ready and willing to support the needs of Citrus County. |
| | FDLRS Springs Coordinator, James (Jim) Husted and his entire staff is responsive to my district needs. There is ongoing communication, data analysis to determine and drive our "Focus." The PD that is provided is simply amazing, practical, research/evidence- based and follow-up is provided and ongoing support if needed and requested of myself and/or school personnel. There is open-dialogue among members of our Coordinating Council where problem-solving occurs if needed. Jim provides data as to where resources are provided, budget review, solicits our input and just a joy to work with! |
| FDLRS AC-Action | This FDLRS center serves such a large population and several counties of diverse size. It is a challenge to meet the needs of all the districts; distance for training is a factor; The administrator does her best to meet our needs and to reach out to us. I would hope BEESS would adjust funding based on population served (number of students, number of teachers, districts served, etc). Funding adjustments need to be made to be more equitable. |
| | FDLRS is a strategic asset to our district, providing PD and resources for teachers, technology innovation, book studies and sponsoring courses for our gifted endorsement. |
| | It takes a significant amount of time for FDLRS to respond to district needs. Since things are planned so far in advance, needs that come up in one school year are not able to be addressed until the next school year. The majority of the activities are centered around Orlando, which makes it more difficult for other counties to participate. |
| FDLRS AC-Suncoast | The folks at FDLRS are very responsive and supportive to the needs of Manatee. We appreciate all the help they provide with training's, information and support. |
| | Great support to our team! |
| | Outstanding partnership and team work aligned to the overall needs of the district. |
| FDLRS AC-PAEC | FDLRS PAEC is very supportive to our district. We depend on them greatly. |
| | This project is super valuable to our district in so many ways to list. |
| | The project we work with most frequently. |
| | FDLRS/PAEC provides invaluable resources and supports to Calhoun County. Without this support, we could not function. |
| FDLRS AC-NEFEC | This is an extremely helpful project! Their work is top-rate and they are very responsive to our technical assistance needs. |
| | We rely heavily on our FDLRS center for professional development and Child Find. Couldn't function without them. |
| FDLRS MDC-Keiser | Outstanding!!! Is providing wonderful assistance to the district. |

| Project Name | Unedited Comments |
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| FDLRS MDC-FSU | Is this the FSU Multidisciplinary Center? If so, they are the best ever. They provide so many services to my district. |
| | Great Staff; responsive to our needs; meets with us as often as we need; participates in problem solving; always sends a quality group of interns. Can't say enough good about this project. |
| | Excellent support. |
| | We also contract with them to provide psychological/counseling services. They work collaboratively to meet needs, i.e. Sending counselors to assist in grief support when a student died. |
| | Not as useful to us as in past years when they were also located at FSU-Panama City campus. |
| FDLRS MDC-UF Gainesville | MDC staff lead by Dr. Ann Marie Slinger are delightful! We have scheduled times each month whereby that visit my district/schools and observe, follow-up with schools/families that are receiving such services. We have open dialogue on how we (the district) and MDC can work collaboratively in meeting the need of the student. It is a beautiful relationship and the staff are very skillful and knowledgeable. |
| | Very knowledgeable staff. We have 3 projects that are our top "go to" because they are always there for us. FDLRS-Gateway is 1st, MDC - UF Gainesville is 2nd and CARD – UF. |
| | They have supported us through student evaluations, training and individual assistance with students. Dr. Ann Marie Slinger and Kimberly Oakes are a great resource for our schools and ESE Department. |
| FDLRS MDC-UF Jacksonville | I believe that some of our families have found comfort in their evaluations. We have not needed to request support from them. |
| FDLRS MDC-USF | When contacted they have been helpful to us and it has been appreciated |
| FDLRS Admin. | I am a member of this coordinating council. FDLRS is a great support to FSDB. |
| | The folks in FDLRS are very responsive to our needs and are always supportive. They are a great asset to the district. |
| | We could not do what we need to do on a daily basis for students if we did not have our FDLRS Gateway. Carol Milton and her staff are brilliant and always willing to support our district's teachers, staff, parents and students. |
| | FDLRS has played a key role in our district this past year with the assistance of providing trainings for implementing inclusive practices. |
| | We depend heavily on FDLRS Gateway. Carol Milton and her crew are wonderful! |
| | We are working with the Project Manager to strengthen the alignment with district needs and increase responsiveness to district requests. |
| | The development of the PDA courses are excellent. Mary Ann Ahearn is outstanding and will do whatever it takes to get a job done well and to be responsive. |
| | PDA courses are excellent resources for our staff!!! |

| Project Name | Unedited Comments |
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| | The FDLRS Admin project is highly effective in supporting the FDLRS and FIN Project personnel. Reimbursement for allowable activities are processed in a timely manner. Open communication and guidance are accessible to any district requesting assistance. |
| | FDLRS team is always supportive! |
| | Thank you Mary Ann! |
| | Faye Yongue and her FDLRS staff provide excellent services and are always responsive to the needs of our district. |
| FL AWARE | Have reached out but have not connected. |
| | We have not used this project this school year. |
| FIN | FIN has made itself known and district staff have been extremely supportive to the entire district; great problem solvers; always follows-up at the district and school levels. |
| | Vicki Barnet is one of the most passionate responsive leaders in education. She was the greater resource to our district! |
| | Our district continues to collaborate with the FIN Project Team to address our needs. |
| | excellent support |
| | Erika Boyd has been a wealth of information and support for Citrus County. |
| | Ashley Lundy (FIN at FDLRS Gateway) is extremely helpful and has assisted every school in our District with inclusion support, training, BPIE updates and inclusion scheduling. I have not worked with FIN Administration. |
| | I am not clear on this Project Role and Responsibilities to school districts. |
| | Dr. Deidre Phillips is outstanding and has done a wonderful job with the School District of Lee County. |
| | Kelly Claude is working with our secondary administrative teams on inclusive scheduling and has led PLCs on explicit instruction. |
| | Helped with our BPIE but seem to duplicate what our FDLRS centers provide as far a professional development. Glad they were rolled into the FDLRS centers. I don't believe they need to be a separate project. |
| | Placing Fin as part of FDLRS has brought coordination of services and support to help district implement processes for LRE. Having a person visible in the district as part of the team helps the monitor of facilitating conversations to support instruction for students. FIN should not be a separate project. |
| | Services are good and I'm glad they are combined administratively with FDLRS- great cost saver. Still some issues to be worked out but i'm hopeful as time goes on that the smooth transition will be effective. |
| | Our FIN facilitator has been instrumental in providing support to schools and assisting with the completion and updating of BPIE's. |
| | FIN has supported FSDB with our BPIE plan. The people from FIN were very helpful and collaborative. We enjoyed working with them. |

| Project Name | Unedited Comments |
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| FIMC-VI | The district teachers work closely with this project. |
| | Although FSDB does not use FIMC for materials (we have our own center in-house), FIMC's work is vital to the provision of high quality and equitable services for Florida's students in regular districts. |
| | Critical to provide instructional resources for this low incidence population. |
| | We appreciate having them as a resource and support. |
| | TVI can't do without them! |
| | Great resource and very timely. We will miss Suzanne Dalton immensely! |
| | Very supportive, even though we have a per capita small population. |
| FL SCT | While the project is a truly valuable one, Taylor hasn't been involved [] at a level that allows giving a valid rating. I believed everyone has very high expectations. |
| ISRD | ISRD seems to have changes the focus from meeting the needs of all small and rural districts to a focus on NEFEC and specialized projects. |
| | Great resource that meets needs of Small and Rural school districts. |
| | Although my district is technically not part of ISRD, if I have a question or need assistance, the personnel have always been super responsive. Alice is making a nice transition to this project and brings her perspective of helpfulness. |
| | I would like for ISRD to return to the old format of training. |
| | Alice extends herself and knowledge to everyone! |
| | Citrus is honored to be part of ISRD! THANK YOU Alice, Amber and the crew for all you do to support our district. |
| | There have been some growing pains with the administrative change---organization and communication have not been as strong but I am impressed with Alice and have confidence that it will improve as she gets to know her "peeps"! |
| | ISRD is always the best. This was a transition year for ISRD leadership and I didn't notice one single let down in training or support. The Lead and Learn sessions with Julie Weatherly were exemplary indications of how well ISRD is working with districts in addressing needs. |
| | Alice is incredible!!! Has provided wonderful assistance to the district. |
| | I liked going to Gainesville to meet, but others probably like going to St Augustine. I usually did not stay overnight when we met in Gainesville. |
| | We are not technically a part of this group, but they often allow us to join them in training. We are appreciative of that. |
| | Meetings need to be in Orlando or Tampa so that we don't have to travel so far if possible. |
| | This year has been a transition from our previous "way of work" due to having a new ISRD Specialist. Alice is working diligently to meet a multitude of needs brought before and as a result it is felt that we need to clearly define the PD and the Targeted Audience and do not waiver once it has been determined to avoid the perception of unfairness. The ESE Directors would like face time with just the Directors; not to have our time to collaborate with other professionals. We value this time together to problem-solve and |

| Project Name | Unedited Comments |
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| | collaborate. I am a member of the Disproportionate Committee, working alongside Alice, other colleagues and Discretionary Projects has been a lot of work but it is one that is needed and all are passionate about. ISRD is a much needed Discretionary Project serving 43 districts with a lot of needs. |
| Lauren's Kids | Facebook advertisement is really the only public awareness that I see regarding this project. I ordered a kit for every grade and asked that grade level chairs look at the information and plan with their teams how they could incorporate the information into the SEL aspects of their instruction during the 17/18 SY. I have gotten no responses from any instructors. |
| LtL | Our students have benefited from this project. |
| | Our schools are utilizing the text to speech books. |
| | Taylor has never been able [get] to Learning Ally off the ground. I believe more face-to-face contact with teachers at each site, explaining the project and showing how it can benefit students who are print disabled would be extremely beneficial. Students in Taylor County have one-to-one devices in grades 3 - 12 and a district LATS. Getting LA into every school wouldn't be difficult - the district needs someone to explain the benefits and how teachers can use it as part of the UDL in classrooms. |
| | We use this extensively at the high school. I am working with my elementary teachers to get them to use it more. |
| | Those who make use of this excellent resource find it very valuable! |
| | We have conducted several on-site PD and it has been well planned by the presenter and the offer to be available to respond to any questions that my school staff may have is most appreciated. |
| | The info has been provided to school personnel to get their students registered. It is an excellent service and I hope it continues. |
| | Please continue to fund learning Ally. Our representative has been very helpful and responsive as we seek to increase the utilization of this resource in our district. |
| MO | If this is the initiative of using the BDI-2 for entry and exit for prek SWD, it's a good start. Relies too heavily on parent input for entry info which skews results. |
| | Christine Bond is amazing and gets answers quickly and efficiently! |
| | The assessment instrument that has been chosen by the state to monitor individual student gains and growth is not sensitive enough to pick up the very important incremental gains of students with significant disabilities. In addition, the instrument has not been normed for children with visual, auditory, LEP, dual-sensory disabilities, and therefore this cannot serve as an accurate measure of student's current ability. |
| | This is a good project and, as it moves forward, the validity of the data in long-term perspective will help districts make more valid and predictable decisions based [] on existing student performance data. |
| SEDNET - Washington | Quick to respond and offer assistance. |
| | Rusty is extremely responsive and helpful to Jackson. |
| | Rusty Holmes and the SEDNET staff always respond to the needs of our district in a timely manner. |

| Project Name | Unedited Comments |
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| SEDNET-Columbia | Dana Huggings assists us with CPI training, restraint and seclusion training and monitoring and monitoring Indicator 4B data. Exceptional service. |
| | Dana is awesome. We don't utilize her as much as we should. Her Trauma Informed Care training in our district was an eye opener. It really hit home for some of our staff. |
| | SEDNET staff are spread so thin that although they are very responsive to our needs our folks do not get to benefit as much as we would like. |
| | The project itself is wonderful and provides incredible support. I believe one SEDNET person is assigned too many districts to provide the level of support the current student population across the state are requiring. SEDNET counties should align more closely with FDLRS or PAEC service counties. When I attend a FDLRS meeting in Tallahassee, I attend with Wakulla, Gadsden, Jefferson, and Leon. I receive all FDLRS support and PAEC support from Tallahassee and Chipley. All four of the other districts are supported by the same SEDNET person while Taylor's SEDNET support comes out of Lake City. There can't be a cohesive planning for our FDLRS project in areas that SEDNET supports because Taylor is not included in the same project area. It has been problematic. |
| | SEDNET (Dana Huggings) has been an extremely beneficial partner in assisting teachers, staff, and students with social/emotional needs. |
| SEDNET-Levy | Paige Mace the SEDNET Manager is responsive, timely and a team player. She collaborates and problem-solve with school/district teams in support of students. She provides an array of PD in the area of Trauma Informed Care, Resources, Strategies, onsite/classroom modeling for the teacher (just to name a few) and uses data to make an informed decision as she supports the district. She is always timely in responding and will go over and beyond the call of duty to assist in anyway. She is an asset to our district and respected by all. |
| | Ms. Cooper does an excellent job with our district. She seeks input and provides training and resources based on needs. |
| SEDNET-Clay | Clay County considers SEDNET a critical partner. Staff and leadership are always responsive and supportive. Services for students with disabilities are improved sharply through the expertise of the SEDNET team. |
| SEDNET - Manatee | Jennifer has been absolutely great supportive of our own district initiatives that involve EBD students attending district meetings to problem solve and providing professional development for ESE and student services, also helping to find us additional information when asked. |
| SEDNET-Broward | SEDNET is widely respected in the Broward County community and within the Broward School District. Because of SEDNET, numerous community linkages to resources in the community are provided to schools. SEDNET is a collaborative partner with other Divisions and effectively provides conferences and initiatives that support positive outcomes to students, teachers, and administrators. |
| SEDNET-Volusia | The mini grants are very useful. I believe the Trauma Informed Care training needs to move beyond recognizing how students react to trauma and medications to practical ideas of how schools can address the behaviors that these students exhibit. |
| SEDNET-Hernando | Citrus LOVES SEDNET! Terry Cooper is in constant demand! |
| | Terri Cooper is proactive and constantly works with the district and the schools to provide support and get resources into the hands of educators at the school site. |

| Project Name | Unedited Comments |
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| SEDNET Admin. | SEDNET has been very responsive to our needs for students and requests for Professional development. They are also available to support our other initiatives with in the district. This year has been a really great year, Nicki has been great support of support from them. |
| | Project administration is responsive and helpful. |
| | In the past, the implementation of processes and procedures has been instrumental in providing access to mental health services for our students. This year hasn't run as smooth as in past years. |
| | Nicky Zenn is phenomenal!! Her conference was one of the best program workshops I attended. However, our local support (Liberty) is sorely lacking. |
| | Citrus LOVES SEDNET! |
| | Staff is spread too thin--not always available to assist the district. |
| | The project itself is wonderful and provides incredible support. I believe one SEDNET person is assigned too many districts to provide the level of support the current student population across the state are requiring. SEDNET counties should align more closely with FDLRS or PAEC service counties. When I attend a FDLRS meeting in Tallahassee, I attend with Wakulla, Gadsden, Jefferson, and Leon. I receive all FDLRS support and PAEC support from Tallahassee and Chipley. All four of the other districts are supported by the same SEDNET person while Taylor's SEDNET support comes out of Lake City. There can't be a cohesive planning for our FDLRS project in areas that SEDNET supports because Taylor is not included in the same project area. It has been problematic. |
| | Dana is awesome. We don't utilize her as much as we should. Her Trauma Informed Care training in our district was an eye opener. It really hit home for some of our staff. |
| | Our regional SEDNET project works well; however, it would be great to be aligned with FDLRS and have services for districts coordinated. I understand why the regions are different, but for school purposes it would be helpful and cost effective to have FDLRS manage the administrative issues. |
| PBIS:MTSS | Services are available. |
| | Therese has been a fantastic resource in providing us with the wizard!(equity profile) |
| | Research is strong and they're responsive when we reach out. |
| | PBIS is a hands-on Discretionary Project and provides an array of PD in various formats which we appreciate. A much needed Project! The staff is always willing to assist in anyway. We have a great working relationship. |
| | The folks come and work with us they attend meetings and have offered suggestions to us about improving our support to students and staff they have been very helpful to us this year. |
| | Work is always of high quality. |
| | Devon and her team are always ready and willing to support our teachers, staff and students. |
| | PBIS is responsive and involved in our district. I would like to see it more cohesive but I believe that will take more effort on members of the district leadership team in attempting to fully understand what PBIS really is. |

| Project Name | Unedited Comments |
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| | I've contacted them for assistance regarding disproportionate data. However, I have not actually been able to coordinate any support yet. |
| | The data analysis has been useful design positive outcomes. Therese Sandomierski has been providing responsive and excellent relevant support. |
| | The district has received support in the collection of specific DATA using MACRO to support the work .The data analysis has been useful design positive outcomes. Therese Sandomierski has been providing responsive and excellent relevant support. |
| PEPSA | Very supportive and responsive. |
| | We love their trainings. |
| | The professional development they offer has been very helpful. Not sure why this is a separate project from CARD; they seem to overlap in service delivery |
| | Training in Autism is always needed. PEPSA is excellent according to the teachers who have attended the trainings. |
| PDSP | Good online resources for professional development. |
| | Totally support as we renew our Check and Connect Initiative. The staff is always available to assist. |
| PS/Rtl | My district is working collaboratively with PS/RTI in assisting our schools to build a strong PST Process. |
| | Dr. Anna Winneker regularly reaches out to the district to assist in meeting the needs she sees in the data as well as finding out what the needs are within the district. She brought PD to the district to assist with updating schools on PBIS. |
| | Still need support from this project in melding research with implementation. |
| | This project is invaluable and I believe will become more and more important as we continue to move toward Standards Based IEPs and dealing with dyslexia and executive functioning issues - again. |
| | Many school visits observing their current process and providing guidance. PD has been provided and the work continues. Lisa Yount and Deanne Cowly are awesome with so much knowledge! They are just as passionate about MTSS as we are! They are both a blessing to our district. |
| | We have been working very closely with them and they have been responsive to our needs. |
| | They are there if we need them; still a huge need to train General Ed teachers about meeting the needs of students in regular classrooms. Many still think this is a new process but it still is necessary to get students to ESE and an IEP rather than thinking/knowing the student can be helped in gen ed with supports/interventions. |
| | Good print and website resources. Would like more specific information regarding actual interventions and areas of effectiveness rather than just information regarding the process of problem-solving. |
| PS/Rtl Tech | Terese Sandomierski has been very responsive and helpful in assisting us with the completion of macro reports so that we are better able to analyze our district data to be proactive in our work. |
| | Citrus LOVES Gary Pearcy! He is always responsive to our needs! |

| Project Name | Unedited Comments |
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| | <p>Gary Percy keeps me (my district) informed about training throughout the year and have frequently attend PD that my district is offering as support in the area of technology in supporting our students. He is wonderful to work with!</p> <p>Good online resources and website. Also, good support of our LATs.</p> <p>Our alternative school uses the data system to track detailed information on student discipline. The information has been helpful for use with individual students as well as identifying campus wide information.</p> <p>This project has just begun to plant itself in Taylor. Now that it is part of the DAPPS team and can speak UDL in first person, I believe this will become an important tool for inclusion of SWD in the general education environment.</p> <p>I'm not sure how this project is differentiated from previous page.</p> |
| Project 10 | <p>This project has provided direct support by showing , modeling and doing what school teams needed to do in order to save lives! Improve graduation and decrease drop out! Thank You Federico Valdez (Freddie) for your wisdom and SUPPORT!! We continue to move forward!!</p> <p>We recently were assigned a new representative and are working on building our relationship. The individual has been very helpful, so far.</p> <p>Carly Detlefsen is wonderful!</p> <p>[Our RTR] needs to learn more about EWS implementation, reporting and data collection from Freddy and [other regional RTRs]!</p> <p>Freddy and his team have been instrumental in supporting our students with disabilities in transition. He is present, involved and always willing to share and support Citrus County!</p> <p>Good website and online resources. Excellent responsiveness re: graduation cohort early warning system training. Excellent responsiveness re: our Project Search application process and other grants. Thanks Carly D!</p> <p>Carly Detlefson assists our district with training and color coding support.</p> <p>Freddy Valdez continues to be an asset to our district and works with us to analyze data to make informed decisions.</p> <p>We love Project 10 and all of the PD/work in supporting our district from onsite PD. virtual conference calls, data and of course the EWS Color-Coded Graduation document. My schools loves it and uses it to make informed decisions.</p> <p>Freddie and Project 10 do an excellent job of working with our school personnel and the area of grad rate, drop out rate and transition. He is extremely responsive to our concerns and needs.</p> <p>Project 10 provides direct collaborative support, training, and technical assistance to staff in the ESE & Support Services Division.</p> |
| RMTC-DHH | <p>Carmelina Hollingsworth. Mark Keith, Mandy Longo and Katherine have been vital in assisting our district in making decisions regarding options/resources and supporting families!</p> |

| Project Name | Unedited Comments |
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| | We need to have more PD that looks at multiple communication modes, in addition to total communication. We need learning opportunities for teachers who need to work toward the LSLS. |
| | We haven't needed the services in the last couple of years. |
| | They have been helpful and we appreciate the responsiveness to inquiries. |
| | This is a great project, and could use expansion if that ever becomes a possibility. I constantly hear from districts about the excellent technical assistance the RMTC personnel have provided. They do work within my school, so as a full disclaimer, I probably have some bias. |
| | FSDB is always willing to support our students! |
| | Have not utilized this resource in recent years. |
| | Incredibly knowledgeable and accessible! This project will become a part of Taylor County's backbone as this population continues to grow at light speed. |
| Special Olympics | Our partners program is growing! |
| | Special Olympics has tried to get a program off the ground with our district and provided training to some of the staff that work in our PE programs. |
| | Rhonda Coleman and her team are very responsive to the needs of Citrus County. |
| | Some of our students have participated; not a large focus in our district. |
| | A favorite of teachers, students, parents and staff. |
| | Special Olympics staff has reached out to us this year as they assisted us last school year to host a Special Olympics in our district. They are personable and eager to assist! |
| | SO is excellent for all around healthy development. |
| | Needs more fiscal support. |
| | A valuable project for students, schools and communities. |
| Specialty Children's Hospital | They have been great. |
| | S/L and audiology services were provided in Citrus County until this year. We have maintained relationships with this team. |
| SPDG | Check and Connect has been an asset to our county. We would love to continue with this program. Excellent support! |
| | Check and Connect has been very successful in our district. Is funding available for next year? |
| TATS | TATS works with our district to maintain a solid Interagency Agreement and communicate among the various stake holders that serve this student population. |
| | Kim Gallant has worked with our PreK teachers to implement the MELD project and is very helpful with connecting agencies and data interpretation. |
| | Do not work with this project in my current role. |
| | Phenomenal people and knowledgeable staff. |
| | Very helpful to the PK programs. |

| Project Name | Unedited Comments |
|------------------------|---|
| | There has been a high turnover in the TATs personnel that serve our district. This has impacted our relationship. |
| VSA | This is the only arts program our district has at the elementary school at this time. We love it. |
| | The Arts provided to our students are amazing and aligns to Florida Standards. The students, teachers and administration is very pleased with the services. |
| | This is such a positive project and we are glad to have them in our schools. |
| | Communication and program descriptions need to be better. We are very happy with the increase in webinars for fine and performing arts teachers teaching students with intellectual disabilities in inclusive settings. |
| | Arts in schools are needed. |
| | This was our first year participating in VSA. Teachers were positive about their experiences. I received no input from the artist working in our district. |
| | Our teachers did not want artists in residency this year---- |
| | We has an artist this year that did not work well with our students and left without finishing the residency. The artists in the past have been exceptional and the staff is helpful. |
| WWE-SLP | Excellent opportunities for specialized personnel to maintain certification and licensure. |
| | Our SLPs are very thankful for this opportunity to earn CEUs. |
| | Extremely positive comments from participating SLPs. |
| | They are very supportive and helpful we appreciate this project. |
| | Great services provided! |
| | [] Alice Kaye Emery is a pleasure to work with---our SLPs like the online modules and the face to face training. |
| WWE-OT & PT | Great services provided! |
| | OTs and PTs loved the trainings and enjoyed the accessibility of weekend events. |
| | They are a strategic asset in supporting our services! |
| | Great PD--really helps with CEU needs. Peg Sullivan is very helpful and responsive |
| | Our therapists are very thankful for this opportunity to earn CEUs. |
| | My Therapists always look forward to these PDs as they are meaningful and they can use the information to increase their knowledge and services to students. |
| | They are very helpful with professional development this is a great project. |
| | Great training! |
| | Free opportunities to keep licensure that are available online or in geographic locations are beneficial. |

| Project Name | Unedited Comments |
|-------------------------|--|
| General Comments | Thanks for asking us. Monica is the best Bureau Chief. |
| | Having the DAPPS project in our district continues to be beneficial in district personnel understanding the available projects and what they offer to each school site. |
| | I appreciate having the discretionary projects assist in the district and feel confident that the assistance being provided is at a quality level. |
| | There are several projects that assist our District such as FDLRS Gateway, FIN at FDLRS Gateway, MDC at UF, RLATS and SEDNET Columbia. Thank you for providing these projects, we could not function without them. |
| | I feel blessed to have these great services at my fingertips. I know we, as a district, do not utilize all of them, but we could not make it if we did not have this support system. I have taught in 2 other states and they do not have anything like this. GO BEESS. Thanks for your support. |
| | Thank you for the support to districts! |
| | Some of my responses seem harsh simply because I have never heard of, or seen these discretionary project people. I have no idea what they all do. My district has been the one that has needed the MOST support. |
| | Thank you for providing support.... especially to our small and rural districts who couldn't survive without it! |
| | Thank you for asking our opinion and for all you do to support our students, staff and district. |
| | FDLRS REACH and SEDNET are highly visible and valuable collaborative projects within Broward County Schools. The work that is provided by all staff in both projects contributes greatly to positive outcomes and high student achievement for students with disabilities in Broward County Schools. |
| | A lot of these projects are not accessible to our region/district. There should be an NA choice. |
| | The few projects that serve my district are outstanding. As a matter of fact, this district could not survive without them. Unfortunately, the majority of Florida's discretionary projects do not have a presence in North Florida or I have not sufficiently sought out the services |